DOCUMENT RESUME

ED 102 333 95 CE 003 034

TITLE	A Workshop to Increase and Improve University Teacher Training in Adult Basic Education. Final Report: Volume 1 and Abstract.
INSTITUTION	Chicago Univ., Ill. Dept. of Education.
SPONS AGENCY	Office of Education (DHEW), Washington, D. C. Div. of Adult Basic Education.
PUB DATE	Jun 70
GRANT	OEG-0-8-023039-4001(039)
NOTE	64p.; For Volume 2 see CE 003 035
EDRS PRICE	MF-$0.76 HC-$3.32 PLUS POSTAGE
DESCRIPTORS	*Adult Basic Education; *Adult Educators; Program Evaluation; Teacher Education; *Teacher Improvement; *Teacher Workshops

ABSTRACT

The workshop for persons engaged in the training of Adult Basic Education (ABE) teachers had two major objectives: (1) that a clear analysis of the state of the art in ABE teacher training be formulated and made available to the field, and (2) that faculty members who need this information be brought up to date, thereby increasing the effectiveness of existing programs and encouraging the development of new ones. Six program objectives were formulated and served as a core for developing an evaluative questionnaire which was sent to all participants six months following the workshop. The questionnaires were returned and 64 percent of the responses are discussed in relation to the program objectives. Two central questions guided the assessment of the impact of the workshop on participants and the field: (1) how well did the workshop design facilitate the attainment of the goals established by the planning committee, and (2) how well did the substantive content serve to insure the achievements of the workshop objectives. These questions were examined in relation to 10 aspects of the workshop: recruitment, participant expectations, resource personnel, work groups, plenary sessions, group reports, cognitive achievement, field trips, the black caucus, postworkshop evaluations, and graduate students as project staff members. (BP)

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FINAL ABSTRACT

WORKSHOP TO INCREASE AND IMPROVE UNIVERSITY TEACHER TRAINING PROGRAMS IN ADULT BASIC EDUCATION

Contract No.
OEG-0-8-023039-4001 (039)

Submitted to:

Adult Education Branch
U. S. Office of Education

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Department of Education
The University of Chicago
June, 1970

E003039 (Part I)

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INTRODUCTION

In March, 1969, the University of Chicago convened the Workshop to Increase and Improve University Teacher Training in Adult Basic Education. This Workshop was one of thirty-two teacher-training proposals funded in 1968 under Section 309 of the Adult Education Act of 1966. Summary information on this Workshop will be reported in three sections: an assessment of workshop objectives, an assessment of program objectives, and staff observations of workshop activities and participant involvement.

ASSESSMENT OF WORKSHOP OBJECTIVES

The Workshop had two major objectives: the assembling of 100 University faculty members currently or potentially engaged in ABE teacher training and 20 leading researchers so that a) a clear analysis of the state of the art in ABE teacher training be formulated and made available to the field, and b) faculty members who need this information be brought up to date thereby increasing the effectiveness of existing programs and encouraging the development of new ones.

Eighty-six participants were recruited: 42 professors, 22 professor-administrators, 14 governmental personnel, and 8 others who had specific involvement in ABE but did not fall into the above categories.

Twenty-two resource personnel conducting research on adult development or in adult education prepared research papers on their activities or findings. A unique aspect of the program was the distribution of these papers to the participants for study prior to meeting with the resource personnel. In this way, workshop time was utilized more efficiently in that general sessions were devoted to a discussion and critical analysis of the research papers with the resource personnel. Small work groups were utilized to generate data from participants relevant to problems in ABE teacher training. Field trips and demonstration sessions balanced the theoretical concerns emphasized in the papers with the practical exigencies found in the concrete situation. The lecture format was used only once in the entire workshop; this was an address given by the banquet speaker. The emphasis on substantive inputs and participant interaction was considered by the project staff to be the strength of the procedural arrangements.

Research papers along with participant data will be made available to the general public by means of a publication which has been prepared and is now ready for printing.

ASSESSMENT OF PROGRAM OBJECTIVES

Six program objectives were formulated by a planning committee recruited from representative groups within the field of ABE. These objectives served as a core for developing an evaluative questionnaire which was sent to all participants six months following the Workshop. Sixty-four percent of the questionnaires was returned. The respondents' data are reported below in terms of the program objectives.

1. The participant should understand the magnitude of functional illiteracy in the United States and projections of that problem to 2000 A.D. Only 3% (2) of the participants indicated that the workshop did not give them a more realistic understanding of the magnitude of the problem while 7% (4) indicated that they had not received more understanding of the projected nature of the problem. An equal number of participants [47% (26)] either understood the magnitude of the problem before the workshop or gained that understanding while at the workshop. Far fewer participants [22% (11)] understood the nature of the projected nature of the problem while [71% (39)] of the participants indicated that they gained this understanding at the workshop.

2. Participants should be able to develop ABE training programs in his own institution and have a commitment to do so. From 40 to 62% of the participants indicated that they had been helped by the workshop on actual planning, implementing, contributing to, evaluating, or justifying an ABE program in their own institution. The greatest number of persons (62%) reported use of workshop information in justifying to their institutions the need for developing or expanding an ABE teacher training program.

The number of participants who had used information from the workshop "very little" or "not at all" ranged from 11 to 16% in the above areas.

In terms of commitment, participants were asked to report on their extent of activities in the ABE teacher training areas since the workshop. Of the total group reporting the range of activities in either "planned" or "planned and implemented" such programs was 70.9 to 72.7%. Sixty percent have expanded their ABE training program; 69.1 and 72.7% of the

participants intend to "implement new programs", or intend to "implement improvements in existing programs within six months".

Among professors, the primary target audience, the extent of ABE teacher training activities ranged from 56.7% (have expanded my ABE teacher training program) to 86.7% (have planned and implemented new programs).

3. Justifying to his institution the need to move to develop ABE teacher training programs.

Of the respondents to the questionnaire, 62% reported that they had used the information received at the workshop for justifying to their institutions the need for developing or expanding an ABE teacher training program. Examples of specific comments follow:

"The ABE workshop was one of the most valuable educational experiences I have had. This year (69-70) the University of Minnesota is offering a series of four graduate courses in adult basic education.

"Education Curriculum & Instruction 182A;

ABE: An Introduction

"EDCI 182B, Characteristics of ABE Students

"EDCI 182C, Methods and Materials for ABE Instruction

"EDCI 182D, Research and Evaluation in ABE

"These courses are a direct result of the ABE conference"

"Since the Chicago Workshop, we at Morehead State University have planned and implemented a Master's degree in adult education. One of the options will be ABE.

"During the 1969-70 academic year, we will have three two-day in-service training workshops for ABE personnel. The emphasis will be on the psychology of the adult learner".

"We were able to incorporate some of the ideas and knowledge into our 3-week ABE teacher-training workshop held on campus this past summer".

"We now are conducting these short-term workshops (1-2 day) throughout the year for the State Department, and are using the information during those activities".

"My position is limited as an administrator, not as a teacher. As you may know I helped plan a State - wide workshop last June to which representatives of fourteen Maryland colleges and universities were invited. I prepared a mimeographed statement of the Chicago ABE

Workshop which I later mailed to the participants in Chicago.

"The outcome of the Maryland workshop was the presentation by several colleges and community colleges of proposals. My own college reorganized the summer workshop to be credit-bearing the undergraduate credit. Our degree programs are still on paper. I have had material from several participants and resource people and had met many of them since, especially at the Galaxy where ABE was in full force!"

"As a direct result of the conference a series of 4, 3-credit (quarter system), graduate level courses in area of ABE have been established".

4. The participant should be able to assess the effectiveness and efficiency of current ABE programs and teacher training activity, both public and private.

Thirty-six percent of the respondents indicated that the workshop had helped a great deal and quite a deal in evaluating the "effectiveness and efficiency of an ABE program"; 46% indicated that they had used the information from the workshop in the same way in "current teacher training activities".

A sample of specific comments were:

"I have utilized the majority of the position papers in the conduct of the activities of the Appalachian Adult Basic Education Demonstration Center and have constantly referred to them as a resource in project development. The levels of research presented were excellent but I was disappointed with the work of groups in summarizing the information (prevented, perhaps, by limited time and energy). The Workshop, therefore, provided "information but did not develop tasks for the group to accomplish in terms of priorities for the national ABE Program effort".

"It has aided in modifying content of a graduate course in adult basic education and in increasing my usefulness as supervision of adult education interns in ABE.

"In planning for the course mentioned above and in planning an institute in adult education for adult basic education teachers".

5. The participant should be able to consider the variables of instructor, student, methods, materials and their inter-relationship.

Eighty percent of the respondents indicated that they were helped a great deal or quite a deal in considering major variables in relationship to each other. Over 90% were satisfied with the stress placed on each variable except in the case of methods and student variable in which 22% and 18% of the respondents felt that too little stress was placed on these variables respectively.

6. The participant should be able to prepare teachers to use a knowledge of cultural, social psychological, emotional and economic differences in modifying instruction.

Approximately 50% of the respondents indicated that they had been helped "a great deal" or "quite a deal" themselves in understanding cultural, social and economic aspects of ABE student differences; about 35% indicated that they were helped in the psychological and emotional aspects to the same extent. In terms of preparing teachers to plan and modify instruction on these student differences there was less success according to the perceptions of the participants. Forty three percent indicated that they had received a great deal or quite a deal of help in the cultural, social and economic aspects; 29% indicated that they were aided to the same extent in the emotional aspect and 33% in the psychological aspect.

Summary.-- Six months following the workshop, the respondents to the questionnaire reported that, in general, the first five program objectives were achieved for most participants. Although one half of the respondents reported that they were helped a great deal or quite a deal in their understanding of the various dimensions surrounding ABE student differences, apparently they did not feel that the workshop prepared them in communicating this knowledge of ABE student differences to others, so that instruction could be modified in light of these differences. Therefore, in terms of the data reported by the participants, program objectives, with the exception of number six, appeared to have been met by the workshop program.

STAFF OBSERVATION ON WORKSHOP ACTIVITIES AND PARTICIPANT INVOLVEMENT

In assessing the impact of the workshop on participants and the field, two central questions guided this overall critique: (1) How well did the workshop design facilitate the attainment of the goals established

by the planning committee? and (2) How well did the substantive content serve to insure the achievement of the Workshop objectives? These questions were applied to ten aspects of the workshop: recruitment, participant expectations, resource personnel, work groups, plenary sessions, group reports, cognitive achievement, field trips, the black caucus, post workshop evaluations and graduate students as project staff members.

Recruitment.-- Perhaps the weakest area of the workshop was the inability to recruit the full complement of university and college personnel involved or potentially interested in developing ABE teacher training programs. Recruitment was to be implemented through two existing associations: the Council of State Directors of Adult Education and the Commission of the Professors of Adult Education. Some state directors of adult education lacked the required information on adult education pre-service programs in their states and were unable to recommend potential participants. The fifty-member Commission of the Professors of Adult Education was represented at the workshop by six professors, including the project director. In the light of the number of professors expressing a willingness to participate, the recruitment focus was broadened and a larger number of practitioners were invited to the workshop than had been intended.

This change in the focus of recruitment was not without its positive effects. For even though some practitioners viewed the workshop in a limited and pragmatic way, a number of members of this group proved to be very capable of conceptualizing problems in a broad perspective. They contributed much to the workshop surpassing some who were in the professor category in their conceptual abilities.

Another difficulty in recruitment has its origin in the nature of the recent mushrooming growth of teacher training institutes. Some individuals, catapulted into the expert status in ABE since 1965, experienced status dissonance when invited to attend a workshop as a participant. Some refused the invitation indignantly; those who came experienced a great deal of difficulty in accepting the role of learner rather than leader.

Despite recruitment problems, in general, post-workshop data indicate that the workshop served as a stimulus for developing a number of new teacher training programs and that the content of a number of other teacher training efforts have had the benefit of the research which was presented

and discussed at the workshop. The data also show that the workshop participants have made substantial use of resource persons they met at the workshop with the result that new communication nets have been established within the field.

Participant Expectations.-- A number of participants apparently perceived the Workshop to be quite a different experience from the design intended by the planning committee. The project staff and members of the planning committee were also frustrated at the workshop by what appeared to be the irresponsibility of some professionals who were not applying themselves seriously to the designated tasks.

The variety of expectations expressed by participants did, however, provide for a debate on priority issues stimulating both conflict and discussion. This can be viewed in a positive way. Participants were made aware of divergent views of groups involved in ABE teacher training. If this diversity of viewpoints is seen as problematic, at least the problem was defined and the distance between empiricists and pragmatists (as well as those who stand between) has been demonstrated.

Again, despite the pros and cons regarding the conflict in expectations, the data collected seven months after the workshop indicate that most participants, upon reflection, found the workshop provided them with a great deal or quite a bit of information. This was expressed in terms of the way they viewed ABE research problems, the way in which many had incorporated new information into their teacher training programs, the high number of contacts made among participants, staff and resource personnel following the workshop, and the extent to which new ABE teacher training programs were designed or former programs expanded.

Resource Personnel.-- Regrettable as it may be that papers from the resource personnel were not distributed prior to the workshop, papers were distributed on arrival and the first day kept free for reading time. Some participants, for whatever reason, did not utilize the time provided at the workshop for the reading and studying of the papers.

Resource personnel were employed not only to write papers, but also to act as a resource for discussions with the small groups or individual participants. Participants took only limited advantage of the opportunity to invite resource personnel to informal small interest groups or to designated

small group sessions. In general, resource personnel were used only in the small group sessions where they had been assigned.

Nonetheless, the resource personnel and their papers constituted the core of the workshop. Though the papers often had not been read carefully, if at all, by some participants, the group reports indicate that the material presented was utilized. Perhaps the discussions at the general meetings followed by discussion in the small groups made up in part for the lack of individual study. Post evaluative data indicate that many participants were stimulated by the workshop to read the papers carefully following their return home.

Small Workgroups.-- Although it was the planners' intent that individuals or small groups use their time in ways which seemed appropriate to them, many participants felt restricted in their freedom to do so. Temporary chairman, appointed from the planning committee to initiate small group activity, functioned for the first meeting only, after which the group choose its own leaders and set its own agenda. Reports indicate that each group utilized highly differentiated approaches to its tasks and in fact, exercized a great deal of freedom in selecting both the content to be considered and the discussion structure and procedures.

Apparently, the small groups felt more constricted in the use of their time than could be justified by an examination of the workshop schedule. Participant perceptions of available freedom may have reflected the participants' inability to deal with unstructured situations, or a basic conflict between the strong work orientation of the planners and their own. Workshop days, with the exception of Sunday, were anticipated to be full working days.

Small group activity and congeniality were affected strongly by the group leadership. The differences among groups was distinct. In some groups, the leadership was of such quality that members did not express anxiety about their tasks and were able to utilize the freedom each group had to approach their tasks as they saw fit.

Plenary Sessions.--Resource personnel, other than the Chairman of the President's Advisory Committee on ABE, had been explicitly requested by the project director not to read their papers. Resource personnel were scheduled to discuss their papers with the group in general sessions. It is clear that the expectation that participants would have read the papers critically was unrealistic. The consequence was that the discussion of papers which many had not read was of limited effectiveness.

The greatest limitation in the general sessions was that of participants' failing to avail themselves of the opportunity to prepare themselves for the discussions.

On the other hand, those participants who knew what their problems were and had taken advantage of the opportunity to prepare themselves for the discussions were able to pursue their interests as a member of the group within the general session and individually with the resource persons following the sessions.

Although the effectiveness of the general sessions was hampered by the fact that too few of the participants were adequately prepared for discussion, it appears that the discussions which were held stimulated many participants to think about the issues and to return to the papers as references at a later time.

Group Reports.-- The quality of the group reports was varied and indicated that some groups lacked the ability to address themselves to their tasks in an organized manner. Despite the poor quality of some reports, others indicated a sophisticated and broad perspective on the problems to which the group addressed itself.

Even though some members of some groups appeared ill-prepared to function responsibly in this setting, the philosophy of the project director, the planning committee, and the host institution was such, that because this ability is considered so critically important, that opportunities must be provided for individuals to develop these competencies, despite the attendant problems.

Cognitive Achievement.-- The cognitive tests, which were through necessity hastily constructed and unsatisfactory in many respects, were seen as threats to the professional status of some participants. On the other hand, because cognitive tests were given and because of the obvious weaknesses in the tests, the participants were confronted with the issue of measurement in training activities and became involved in the serious consideration of such activities for their own programs. Although no objective, valid, or reliable results can be reported as a result of the administration of the specific tests, the strong participant reaction to the phenomenon of being tested, in and by itself, seems to justify their administration.

Field Trips.-- The walking tour of the ghetto elicited strong response. Some participants chose not to participate on ethical grounds, considering the activity inappropriate and insensitive to the feelings of the area residents. Others could not conceive of any benefits which would result from such an investment of their time. Some participants with serious reservations, who participated in the walking tour, later reported that the person to person contact with the "gang members" who acted as guides, enlarged their understanding of the educational and community concerns of these young men. The fact that one of the guides, Paul Martin, minister of information for the Black Peace-Stone Nation, who was shot and killed within nine months after the workshop should serve as a reality test for those whose leadership level in ABE removes them from direct contact with the problems of their clientele. On the post workshop evaluations, no other single program activity was referred to as often as or considered as beneficial as the walking tour of the ghetto.

The field trips to the Adult Basic Education day and evening centers were also viewed by some participants as unnecessary. It was disturbing to hear from some participants the statement that, "if you have seen one ABE program, you've seen them all". The opportunity to visit a traditional program as both a learning experience and a common experience to facilitate interaction in the work groups was utilized by most participants. The common problem of host institutions presenting a more favorable view of their programs than what exists was balanced by a panel of classroom based professionals who appeared following the trips in a plenary session. These data forced work groups to consider the complexity of the problems surrounding ABE on the operational level, as evidenced from the group meeting reports.[1]

The Black Caucus.-- The workshop suffered because some of the more articulate black members elected to spend much of their time considering racial problems, some of which were related to ABE. Their exclusiveness deprived the work groups of the opportunity to become acquainted with some of the most talented black ABE professionals. Although they had been selected as individual specialists, some black participants chose to view themselves

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[1]See Appendix E1-E41

primarily as representatives of an ethnic group. Since the Black Caucus Report[2] was unsigned, it cannot be determined how many participants the report represents. Clearly some black and other minority members were not included in the caucus and a visible division among minority group members was apparent.

It should be noted that the report itself makes reference to the fact that its criticisms of minority group participation in ABE was not related to this workshop, since the black membership was over-represented in terms of general population percentages.

It must be recognized that there is validity to the concerns expressed in the report and it appeared that the presentation of this report did more to sensitize the participants to these concerns than any other activity at the workshop.

Post Workshop Evaluations.-- Those questions on the evaluations which called for subjective comments should be viewed critically. Comments tended to be extremely positive or extremely negative, a fact which emphasizes the need for caution in their interpretation. The proclivity of ABE personnel to be uncritical may account for many unwarranted positive assessments; the marginality of professionals in adult education may account for many unwarranted negative assessments. The strength of the formal evaluation lies in its ability to elicit factual statements regarding the effects of the workshop on teacher activity. With a subjective evaluation only those consequences consciously perceived and reported by participants are received.

The evaluation of this workshop along with evaluations of other similar activities in teacher training is general and not highly specified. It only serves as a general measure of the effectiveness of the workshop.

Graduate Students.-- As is the case of all programs conducted by the University of Chicago's Adult Education Special Field Faculty, the involving of students in the workshop is viewed as one portion of a total experience of graduate education. Even though they rendered valuable service as recorders for the small groups, their contributions were not as great as the benefits they derived from the experience, a situation which seems entirely appropriate for students in a graduate program in adult education.

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[2]See Appendix E42-E43

On the other hand, those graduate students who did participate were exposed to the most thoughtful people in ABE research, theory and practice. If these individuals rise to positions of influence and service in the field, these learning experiences may have major impact on programs they develop and the relative importance they place on ABE in their programs.

CONCLUDING STATEMENT

In reviewing the comments of the participants and their performance during the workshop it seems reasonable to conclude that although a minority of them had erroneous impressions of the purposes of the workshops and felt quite frustrated with the planners' expectation that each person should assume a major share of the responsibility for his own learning, the majority of those attending appeared to adjust to the unique format with minimal difficulty. On the whole, it is the conclusion of the workshop Director that the workshop was successful in assisting the majority of the participants to make significant progress in achieving the announced goals.

FINAL REPORT

Volume I

A WORKSHOP TO INCREASE AND IMPROVE UNIVERSITY TEACHER TRAINING IN ADULT BASIC EDUCATION

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HISTORICAL PERSPECTIVE

With the advent of federal funding of ABE under the OEO Act of 1965 and the adult education act of 1966, the ABE enterprise has increased rapidly and has become more specialized. Federally funded programs involved 37,991 students in 1965 and it is estimated that that figure will increase to over 455,437 students in 1968.[1]

Under the sponsorship of the Ford Foundation, three "Trainer of Trainers" workshops in adult basic education were held in 1965 to bring together those who were believed to have the knowledge of teacher training and those who were felt to have an understanding of the population to be served and the problems to be attacked through such workshops. Annually, the USOE has funded similar workshops in order to develop a cadre of teachers sensitive to and with the competencies for working with the adult student in basic education.

Increasingly, many responsible for developing teacher trainers have become aware that what expertise and research in adult basic education exists is found in a number of diverse allied fields or in enclaves within the literacy field; this expertise and research is often unknown to the practitioner and in quite a few cases to the teacher trainers.

Another allied problem in teacher training for adult basic education lies in the area of developing more preservice training opportunities. With the advent of full time career lines being established, it appeared imperative to extend opportunities for adult basic education teacher training into university pre-service training programs.

Yet, many institutions now doing teacher training in adult education did not include components preparing students for teaching adult basic education. Potential teacher training institutions were not aware of the

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[1] Adult Basic Education--Meeting the Challenge of the 1970's, First Annual Report of the National Advisory Committee on Adult Basic Education to the President of the United States and Secretary of Health, Education, and Welfare (Washington: Department of Health Education and Welfare, August, 1968).

knowledge base in adult basic education which would be prerequisite for developing such a program. Also, some institutions with a long history of work in literacy teacher training were not specifically involved in the main stream of adult basic education endeavors.

This workshop therefore had two major objectives: the assembling of 100 university faculty members currently or potentially engaged in ABE teacher training and 20 leading researchers so that (a) a clear analysis of the state of the art in ABE teacher training be formulated and made available to the field, and (b) faculty members who need this information be brought up to date thereby increasing the effectiveness of existing programs and encouraging the development of new ones.

The interest of the University of Chicago in these problems was based on a number of experiences. In 1964, recognizing the need for centralizing sources of information related to adult basic education, the University of Chicago solicited a $1000 grant from the Adult Education Council of Greater Chicago in order to prepare an annotated bibliography in this area.[1] Three graduate students from the Department of Education prepared this bibliography.

The Department of Education was simultaneously working with the Cook County Department of Public Aid and the Chicago Public School System on problems related to the over 4000 students in their adult basic education program. Through this cooperative effort a joint advisory committee was formed bringing together personnel from various levels of both organizations in order to find ways of improving the delivery of education to those students receiving public assistance. Under the stimulation of this joint advisory committee, in-service programs have been and are continuing to be developed for adult basic education teachers.

Through these experiences and with the knowledge that these problems and similar ones could be found throughout the country, it seemed not only justifiable, but imperative to propose a national conference on the state of the art in adult basic education teacher training.

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[1] Ann Hayes, Daniel Lupton, Nancy Lighthall, An Investigation of Materials and Methods for the Introductory Stage of Adult Literacy Education (Chicago, Ill.: Adult Education Council of Greater Chicago, 1964).

The Project Director contacted a number of leaders in adult basic education across the country about these concerns and their reactions to the developing of such a workshop. Their response was positive and each agreed to cooperate in the planning and execution of such a workshop, if it were to be funded. These individuals eventually became the planning committee for the workshop.

PROGRAM DEVELOPMENT

In order to assess the best resource persons and research to provide the content of the workshop, several preparatory activities were carried out.

The assistant project director researched the ERIC system for all published reports related to adult basic education. Materials and publications were assembled and critically reviewed to provide a basis for program content.

The project director and assistant project director visited all of the 309 projects to search for research which had progressed sufficiently enough to be reported at the workshop; unfortunately there was none found.

An agenda was developed for the planning committee which posed a number of questions about issues in adult basic education along with a proposed list of resource personnel which had been distilled from the literature and from the field study of 309 projects.[1]

In October, 1968 the planning committee was convened for three days in a work session.[2] The composition of the planning committee was devised so as to represent the various organizations involved in and with known expertise about adult basic education: state and local public officials, representatives from National Association for Public School Adult Education (NAPSAE), International Reading Association (IRA), Commission of the Professors of Adult Education (CPAE), National Adult Education Clearinghouse (NAEC), Adult Education Association (AEA) and literacy efforts (i.e., Laubach Literacy Fund, Inc.) Fortunately a representative of ESC, the organization which had been given a contract to evaluate the 1968 teacher training institutes, was also able to work with the planning committee from the outset.

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[1] Appendix A-1

[2] For minutes from this meeting, see Appendix A-4

The planning committee assisted in identifying further resource personnel and made the final selection of resource people who were to be invited to the workshop. They approved the general approach to the workshop, as outlined by the project director, and agreed on the following objectives and strategies for accomplishing these objectives:

A. Objectives:

The participant should be able to:

1. Understand the magnitude of the problem of functional illiteracy in the United States and projections of that problem to 2000 A.D.

2. Develop ABE training programs in his own institution and have a commitment to do so.

3. Justify to his institution the need to move to develop ABE teacher training programs.

4. Assess the effectiveness and efficiency of current ABE programs and teacher-training activity, both public and private.

5. Consider the variables of instructor, student, methods, and materials and their interrelationship.

6. Prepare teachers to use a knowledge of cultural, social, psychological, emotional, and economic differences in modifying instruction.

These objectives were developed based on a number of assumptions and assertions which the planning committee agreed were presently valid in the field of adult basic education.

1. The effectiveness and efficiency of student learning in adult basic education can be improved through programs designed to train teachers.

2. The proceedings of the workshop will include an introduction, research presented at the workshop, discussion summaries, conclusion, and guidelines for future research and for program development.

3. ABE teacher training on university campuses at present does not provide clear connections between theory and classroom practice.

4. The professors training ABE teachers at present are no better equipped with knowledge of adult basic education, for the most part, than the teachers they are teaching. Also, they themselves have not had the kinds of experience in modifying their teaching in off-campus situations that they must teach ABE teachers.

5. Because of the paucity of empirical data on adult basic education there is a need for a statement of research needs.

6. The workshop has three levels of concern or three curricula: the actual ABE program; the teacher training program; and the program for trainers.

7. Colleges and universities already are preparing ABE teachers without realizing it, since elementary and secondary school teachers represent the bulk of ABE teachers.

8. The workshop will provide an assessment of the quality of research in ABE, i.e., the state of the art.

9. One need is to break down the myths, false conceptions, and stereotypes now held by teachers of adult basic education and their professors about ABE clientele.

B. Strategies:

Strategies for implementation of the procedural and program objectives were also agreed on.

1. The workshop will be content oriented. Assuming the sophisticated nature of the audience, research papers will be distributed and read privately. Group meetings will be reserved for a discussion of the content of the papers with their authors.

2. The workshop schedule will be designed so as to provide for small work groups who through further discussion of the research presented and in light of their members' expertise will be charged with developing their own data in terms of teacher training, research and dissemination strategies.

3. Assuming that some participants may not be familiar on a first hand basis with the problems of urban ghetto life or institutionalized programs dealing with adult basic education and assuming further that a common experience in the practical problems facing teachers and trainers of teachers is important in conceptualizing strategies for teacher training, field trips should be an integral optional part of the program design.

4. In light of the specific objectives of the workshop, recruitment and selection of participants would be a crucial consideration in the meeting of those objectives. Therefore publicity and participant selection criteria were carefully spelled out.

Following the planning meeting; project personnel implemented the program strategies as agreed on by the planning committee. The successes and failures in meeting the proposed criteria for these strategies will now be discussed.

PRE WORKSHOP PLANNING

The resource personnel were contacted and asked to submit a written paper by February on their subject area. All of the proposed resource personnel accepted the invitation to the workshop, except for Phillip Hauser and Barbara Chandler. Resource persons were appraised of the intent of the program, that is to say that their time at the workshop would be utilized in discussing and debating their papers in general and small work group meetings.

Field trips were planned carefully. Since the University of Chicago borders on the most concentrated ghetto area in the city of Chicago, and one well known because of the organizing efforts of Saul Alinsky and the activities of the alleged largest youth gang in the nation, a walking tour was planned through this area. In order for this tour to be meaningful in terms of interpreting the experience, members of the Black Peace Stone Rangers were contracted to guide small groups through this neighborhood, have lunch as a group, and then meet back at the University for discussion of the experience.

Field visits to two different types of ABE program efforts within the Chicago public school system was arranged: adult day centers and evening programming in a high school. To prepare participants for this field trip the directors of the Cook County Department of Public Aid and the Assistant Superintendent of Continuing Education of the Chicago public schools were asked to present papers outlining the particular local situation in adult basic education.

Publicity and recruitment of participants proceeded along the guidelines in the proposal and as discussed by the planning committee. An announcement of the workshop along with application forms was sent to all member institutions of the American Association of Colleges for Teacher Education and to all members of the Commission of the Professors of Adult Education. Additional announcements were sent to the following organizations for inclusion in

their newsletters or journals:

1. Adult Education Association of the U.S.A.
2. Association for Field Services in Teacher Education
3. Association for School, College and University Staffing
4. International Reading Association
5. National Association for Public School Adult Education
6. National Council for Accreditation of Teacher Education
7. National Society of College Teachers of Education

Applications were screened and accepted in the following order of priority:

1. Members of the Commission of Professors of Adult Education.
2. Individuals who have been or are now directing training programs for adult basic education teachers.
3. Individuals who will be directing teacher training programs in adult basic education.
4. Individuals who have served as faculty members in adult basic education teacher training workshops.
5. Members of the adult education staffs of chief state school officers.
6. Individuals who are conducting research in adult basic education with special relevance to teacher training.

PROBLEMS IN IMPLEMENTING AND DEFICIENCIES OF THE PROPOSED PLANS

The program planners had made a number of assumptions about the resource personnel and the participants. Some of these assumptions proved not to be tenable when in the concrete situation.

It was generally assumed that there was a high level of professionalism among resource personnel and participants. Accordingly, the design of the workshop was based on the premise that participants would be self-directing adults prepared to make their own decisions regarding the activities designed for the program. It was also assumed that potential participants would read the descriptive literature[1] distributed in the recruiting phase and take seriously the extent of the workshop. Through this egalitarian,

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[1] See Appendix C-1

self-selecting procedure, program planners expected that those attending the workshop would be serious about meeting program goals, be aware of the research orientation of the content and of the commitment towards work within task groups.

The consequences of these assumptions were manifested in a number of areas.

A. Resource Personnel

Several problems developed around the selection of and utilization of resource personnel. Resource personnel were uneven in their expertise and the quality of the papers reflected this fact. One resource person, who was to be a protagonist for one view on the culture of poverty prepared a paper lacking a research base and at the last moment notified the project director that he could not come to the workshop. His proposed opponent, with an opposing view on the issue prepared a carefully documented paper indicating a high degree of expertise and thoughtful reflection. Unfortunately, the style of her personal presentation offended many of the participants resulting in a very unsatisfactory situation whereby the topic, Culture of Poverty, was not as fully examined by the participants as the planning committee had anticipated.

Although resource personnel had been asked to have their papers completed by February, the common problem of obtaining these papers on time plagued the workshop staff. Some resource persons actually brought their papers with them. This made the cognitive test procedure as planned an impossibility in terms of pre-test.

Several problems became evident in the selection of resource personnel as the program progressed. The economic appraisal of adult basic education was unsophisticated and lacked depth. The appraisal of certain minority group problems was insufficient: in one case the presentation of the problem was shallow; further, the special interests of the rural poor and the American Indian were not treated adequately by those who presented papers.

B. Participant Recruitment

Since the success in meeting the objectives of the conference was dependent on the interaction between participant and resource personnel, the problems in participant recruitment and selection were central.

Early in the recruitment period it became evident that the project personnel had over-estimated the number of University personnel who would elect to come to such a conference. The project director, recognizing that several states would not be represented, directly contacted state directors of adult education for help in identifying and recruiting university personnel within their states. Monroe Neff, Chairman of the Council of State Directors of Adult Education, and a member of the planning committee, had already informed this group of the workshop and its objectives at their annual convention in Seattle in November, 1968.

Unfortunately, state directors were not always able to identify interested or potentially interested university personnel within their state and so the total number recruited in this category fell short of the proposed 100 participants suggested in the proposal. Repeated phone calls to state offices proved futile in several cases.

As a result more administrators of non-credit programs and directors of projects involved with teacher training but not university based were accepted as participants. This mixture of orientations between and among academicians and practitioners posed a number of situational conflicts at the workshop. Practitioners tended to be more narrowly concerned with adult basic education teacher training and approached the problem with an eye to immediate practical application, usually inservice, in mind. Academicians tended to view ABE in the broader context of adult education and focused on the development of tested knowledge which might ultimately be of value in the long term development of pre-service programs for life time career opportunities.

In dealing with the content of the workshop, a number of practitioners were hesitant to approach the subject matter as designed by the program planners. Because of their expectations regarding conferences these participants appeared to be ill prepared to accept the responsibility for reading papers prior to group sessions and utilizing resource personnel for the debating of their ideas and extending the discussion beyond the papers. Another generalized attitude of the practitioners, which was in conflict with the program design, centered around premature closure of discussions and dealing with practical application of the research to their immediate problems. University personnel, on the other hand, tended to be more

critical of generalized approaches and simple explanations of complex phenomena; they tended to keep discussions open, resist conclusions and demand the explicit acknowledgement of assumptions, and the presentation of hard data and empirical verification. Not all of the professors exhibited this theoretical orientation.

Whether these polarized approaches to the content of the workshop were good or bad is a matter of opinion; the case may be argued either way. Suffice it to say that the heterogeneity of the participants provided the basis for tension throughout the workshop.

C. Evaluation of Cognitive Gain

The cognitive tests and their use in measuring the effects of the workshop were mentioned previously. Since the use of post-test was not possible due to the late arrival of a substantial number of papers, the project personnel prepared and administered a post-test based on the research papers. Again problems developed. Participants resisted the administration of the test with the result that some took the tests willingly, some took the tests unwillingly, and some refused to take the tests. The results of the cognitive gain tests were thus so fragmented that the procedure and results were not definitive. In defense of the participants' attitudes regarding the test it should be pointed out that the late arrival and uneven quality of some of the papers made the development of test items very difficult and uneven in quality. The use of this program technique did provide the basis for intense discussion at the workshop and may have been successful in drawing to the attention of "Trainers of Trainers" this device as a means of evaluating cognitive gain in future inservice teacher training activities. Indeed, one might well question the stance taken toward evaluation on the part of the participants. Clearly there was no common understanding of the necessity for or the methods of evaluating cognitive outcomes.

D. Field Trips

The field trips were another source of differential participant response. The value of the time spent on field trips was questioned by a number of participants; the appropriateness of such a venture in relationship to the Woodlawn walking tour was questioned by other participants.

All field trips were designated as optional and it was expected by the program planners that participants who felt that this was not an appropriate or a priority learning experience for them would assume their freedom of choice and use the time in studying the research papers or involving themselves in other educational activities considered to be more helpful to them. This assumption that the participants were sophisticated enough to utilize the learning experiences provided by the workshop in highly differential patterns appears to be invalid. Communications between the program planners and participants on the pre-conference recruitment material was not adequate. The selection procedures in admitting participants were not sensitive enough to insure the screening out of individuals whose experiences or present positions mitigated against their appreciation of this more open approach. Clearly the program planners had designed the program anticipating self-directed, highly autonomous, work oriented participants and therefore these expectations came in to sharp contrast with the perceived expectations of some participants.

EVALUATION OF THE WORKSHOP

Data for evaluation was gathered from several sources. The project staff met daily at the workshop in one hour conferences where a daily assessment of the program was done and modifications made. Following the workshop a final evaluation meeting was held with special emphasis on the evaluation of the cognitive gain tests and group reports. The steering committee, composed of group leaders and the project and assistant project director, met regularly throughout the workshop, and in a final summary session with the project staff. The final session gave opportunity for specific evaluation of small group efforts from the participant leader and group recorder. Cognitive gain tests administered at the workshop provided for subjective comments from the participants. Each task group was encouraged to make comments, criticisms, or suggestions in their final reports.[1] Finally, a formal evaluation of all participants by means of a questionnaire[2] was done nine months following the workshop.

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[1] See Appendix E-1

[2] See Appendix C-16

Timothy Reagan from Educational Systems Corporation (ESC) also conducted evaluative activities on the workshop. It was an asset in the program planning process to be able to work closely with ESC. Mr. Reagan was able to be at the planning session as well as visit the workshop for an on site visit. The project staff appreciated the opportunity to study and make suggestions on his final evaluative instrument before it was administered. Finally, the project director, as chairman of the research section of NEUA, was able to invite Mr. Reagan to speak at the Galaxy Conference; by this means ABE personnel not attending the 1968 institutes were provided an opportunity to discuss ABE teacher training and their evaluation with Mr. Reagan.

A. Formal Evaluation

Eighty-six participants attended the workshop; they were distributed over the following categories:[1]

41%	36	University or college personnel now engaged in training teachers in adult basic education in credit courses.
33%	28	University or college personnel now engaged in training teachers in adult basic education in non-credit courses.
17%	15	University or college personnel who will be engaged in adult basic education teacher training.
13%	11	Members of adult education staffs of chief state school officers.
12%	10	USOE personnel.
3%	3	Graduate students who will be engaged in adult basic education teacher training
1%	1	Foreign visitors[2]
6%	5	Members of the Commission of Professors of Adult Education.

Forty-eight states and territories were represented at the workshop; four were not (Georgia, North Dakota, Ohio, and Puerto Rico).

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[1] Categories are overlapping; a person may be found in more than one category.

[2] As a courtesy to the Canadian Government, a representative from this country attended the workshop at his own expense.

A questionnaire with items related directly to these objectives was prepared and sent to the 86 participants in October. The following data are based on returned questionnaires which numbered 55 or 64% of the total number of participants.

The participants were grouped into categories on the basis of their involvement or potential involvement in ABE: university professor, professor-administrator, administrator, governmental personnel, graduate student, and foreign visitors. Since the professor-administrator and foreign visitor categories had only 2 and 1 individuals in them respectively, the categories were limited to four combining the professor administrator with the administrator group and adding the foreign visitor-graduate student together designating it as an "other" category.

Table 1 shows the distribution of participants by these four categories and the percentage within each category that responded to the questionnaire.

TABLE 1

PARTICIPANT RESPONSE TO QUESTIONNAIRE BY CATEGORIES

Categories	Number Attending Workshop	Responded (N)	Responded (%)	No Response (N)	No Response (%)
Professors	42	30	66%	12	34%
Administrators	22	10	49%	12	51%
Government Employees	14	10	71%	4	29%
Others	8	5	62%	3	38%
Total	86	55	..	31	..

The highest response rate came from "Government Employees" (71%) and the lowest response rate was from the "Administrator" category (49%).

The distribution of participants within the respondent group and their educational attainments are found in Table 2.

TABLE 2

PARTICIPANT DISTRIBUTION AND EDUCATION BY CATEGORY

Category	Number (N)	(%)	BA or BS	Master's	Master's Plus	PhD or EdD
Professor	30	55	0	1	7	22
Administrator	10	18	0	1	5	4
Government	10	18	2	1	4	3
Other	5	9	0	1	3	1
Total	55	100	2=4%	4=7%	19=34.5%	30=54.5%

Eighty-six percent of the participants responding were male; 14% were female. The previous teaching experience of participants is summarized in Table 3.

TABLE 3

TEACHING EXPERIENCE OF PARTICIPANTS BY CATEGORY

Category	Graduate Level	Adult Level	College or University Level	Secondary Level	Junior High Level
Professors	18	2	9	1	..
Administrators	3	2	4	1	..
Government	2	3	2	2	1
Others*	2	1	0	1	..
Total	25 or 46%	8 or 15%	15 or 27%	5 or 9%	1 or 2%

*One No response in this category

The workshop clientele included 55% of the primary target audience; 36% of the group were evenly divided into administrative and governmental personnel. The group was highly educated with about 55% with the doctoral degree, and 35% of the group with work beyond the master's level. The group was predominately male (86%). Seventy-three percent of the participants had taught at the university level, with 46% of the participants having graduate teaching experience. Only 15% of the participants indicated that they had taught adults outside of the formalized school system.

When questioned as to whether they had gained a more realistic understanding of the magnitude of the literacy problem in the United States and of the projected nature of the problem, 47% indicated that they now had a more realistic understanding of the nature of the problem and 71% indicated that their understanding of the projected nature of the problem had increased (See Table 4).

TABLE 4

THE INCREASE IN UNDERSTANDING OF THE PRESENT AND FUTURE MAGNITUDE OF LITERACY IN THE U.S.A.

	More Realistic Understanding of the Magnitude of the Problem		More Understanding of the Projected Nature of the Problem	
Yes	26	47%	39	71%
No	2	3%	4	7%
Knew Prior to Workshop	26	47%	11	22%

No Response = 1

The data show that these participants believed they were more aware of the present problems of literacy than acquainted with the projected increase of literacy problems in the U.S.A. Almost one half of the participants though, reported that they were unaware of the magnitude of the problem today.

The participants were then asked to express their opinion on how the workshop had helped them in various adult basic education activities since their participation. The responses were on a five point scale from a great deal to not at all. Responses from the choices a great deal and quite a deal have been combined and contrasted with the choices very little or not at all. Table 5 summarizes this information.

TABLE 5

PERCEPTIONS OF PARTICIPANTS ON THE HELPFULNESS OF THE WORKSHOP IN CERTAIN ABE ACTIVITIES

Activities	Great Deal and Quite a Deal		Very Little or Not at All	
	(N)	(%)	(N)	(%)
Planning an ABE or related degree program	22	40	9	16
Contributing to an ABE or related degree program	31	56	6	11
Evaluating the effectiveness and efficiency of an ABE program	20	36	8	15
Conducting an ABE or related degree program	21	38	8	15
Justifying to your institutions the need for developing or expanding an ABE teacher training program	34	62	8	15
Evaluating the effectiveness and efficiency of current ABE teacher training activities	25	46	9	16

Over the entire range of possible activities, about 46% of the participants indicated they had been helped a great deal or quite a deal; about 14% on the average reported being helped very little or not at all. The greatest help as perceived by the respondents lay in the help they received in justifying the development or expansion of ABE teacher training program to their institution.

The participants were then asked to report on the extent of their activities since the workshop in order to ascertain how effective the workshop was in stimulating teacher training activities in adult basic education. The responses on these activities are reported in Table 6.

TABLE 6

EXTENT OF PARTICIPANT ACTIVITIES IN ABE TEACHER TRAINING SINCE THE WORKSHOP BY PERCENT

Activities	Professors	Administrators	Governmental	Others	Total
Have planned and implemented new programs	86.7	40.0	80.0	40.0	72.7
Have planned and implemented improvements in existing programs	73.3	50.0	100.0	40.0	70.9
Intends to implement improvements in existing programs within the next six months	73.3	50.0	80.0	60.0	69.1
Feels more highly motivated in his work in the ABE program	73.3	90.0	80.0	80.0	78.2
Have expanded my ABE teacher training program	56.7	60.0	80.0	40.0	60.0

The greatest activity in ABE teacher training as reported by the participants occurred in the professor and governmental categories. About eighty-seven percent of the professors have planned and implemented new programs, while 100% of the governmental personnel report the implementation of improvements in existing programs. The highest figure reported for Administrators (90%) relates to individual motivation in working in ABE programs.

In order to assess the interaction of the participants, respondents were asked to indicate what contacts they had made with workshop people. The information on these items is tabulated in Table 7. (See attached sheet).

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TABLE 7

UTILIZATION OF NEW CONTACTS WITH RESOURCE PEOPLE
BY PARTICIPANTS FOLLOWING WORKSHOP

Items	Total No.	No Ans.	Staff	Resource Person	Parti-cipant	Staff & Resource	Particip.	Particip.	Staff, Particip. & Resource
Received professional literature from them	91	3	2	2	15	1	23	3	6
Received professional correspondence from them	78	6	1	7	17	1	13	2	7
Had further professional contacts with them: meetings, phone	77	12	3	7	12	0	5	3	13
Requested professional literature or information from them	66	13	2	5	15	0	16	0	4
Initiated personal contact with them	54	19	0	7	14	0	12	0	3
Other	8	48	0	2	4	0	1	0	3
Total	374	101	8	30	77	2	70	8	36

The data show that participants contacted new workshop acquaintances in the six categories in the following manner: contacted participants, resource persons, and staff (33 contacts by 14.5% of the participants), contacted two of the categories (80 contacts by 35.1% of the participants), and contacted one of the three categories (115 contacts by 50.4% of the participants).

Ninety-one contacts (24.3%) were made by receiving professional literature from one of the resource persons; about 77 contacts each were made on the two items "received professional correspondence from them" or "had further professional contact with them: meetings, phone calls". The 55 respondents indicated that 374,or a mean of seven contacts per participant, were made following the conference to new acquaintances met there.

The participants were asked a number of questions related to the content of the workshop. One such question asked that the respondent rank order in terms of priority the most pressing topics in ABE which need research. Rank ordering was done on a ten point scale; Table 8 shows the rank ordering of each area (the first three rank orderings contrasted with the last three) by the total group, and by the professor category alone contrasted with the other three groups.

Almost one half of all respondents agreed that the first four items were top priority research areas needing study; on the last four research areas, 1/3 to 2/3 of the respondents could agree that these areas had lowest priority in terms of need for further study.

When professors who do research were contrasted against the other three groups who use research some interesting differences of opinion are noted. The largest discrepancies were noted in the following areas: "characteristics of undereducated adults", 33% of the professors versus 56% of all other participants ranked this category high priority, with a difference of 23% between groups. "Teaching computational skills" and "testing for cognitive gain" were considered low priority by professors, 57% and 50% respectively; "all others" considered them low priority areas, 32% and 72%; this discrepancy is a difference of 25% (teaching computational skills) and 22% (testing for cognitive gain). Differences between categories on other resource areas varied from 10% to 12%.

TABLE 8

RANK ORDERING OF PRIORITY RESEARCH AREAS CONTRASTING HIGH RANKING (1-2 - 3) AGAINST LOW RANKING (8-9-10) BY TOTAL GROUP AND BY PROFESSOR CATEGORY VS. ALL OTHERS CATEGORY

	Total N=55		Professors N=30		All Others N=25	
	High(1-3)	Low(8-10)	High(1-3)	Low(8-10)	High(1-3)	Low(8-10)
Teaching Methods and Techniques	51%	6%	47%	10%	56%	0%
Adult Learner	49%	18%	50%	20%	48%	16%
Counseling & Guidance	46%	15%	40%	17%	52%	12%
Characteristics of Under-educated Adults	44%	26%	33%	30%	56%	20%
Teaching Reading Skills	31%	18%	30%	17%	32%	20%
Teaching Language Skills	24%	33%	23%	30%	24%	36%
Testing for Cognitive Gain	18%	60%	20%	50%	16%	72%
Testing Acquisition of Skills	15%	44%	20%	47%	8%	40%
Teaching Computational Skills	6%	46%	3%	57%	8%	32%

Respondents were asked to indicate to what extent the workshop aided them in considering learning situation variables (instructor, student, method, and material) in relationship to one another; they were also asked to identify any variable on which too much or too little stress had been given at the workshop. These results are shown in Table 9.

TABLE 9

PARTICIPANT PERCEPTIONS ON LEARNING SITUATION VARIABLES

Item	A Great Deal or Quite a Great Deal[1]		Very Little Not at All[2]	
	(N)	(%)	(N)	(%)
To what extent did the workshop aid you in considering major variables in relationship to each other	44	80	2	4

Item	NR	Yes		No	
	(N)	(N)	(%)	(N)	(%)
Too much stress put on one variable	1	15	22	39	76
Too little stress put on one variable	0	32	58	23	42

	Too Much Stress		Too Little Stress	
	(N)	(%)	(N)	(%)
Materials	5	9	5	9
Methods	4	7	12	22
Student	4	7	10	18
Instructor	2	4	5	9
Learning Situation as Strategy	0	0	2	4
Integration	0	0	1	2
All Four	0	0	1	2

[1]Represents ratings 1 and 2 on a five point scale

[2]Represents ratings 4 and 5 on a five point scale

Eighty per cent of the respondents indicated that the conference aided them in the integration of the four major learning situation variables; 15 or 27% felt too much stress was put on one variable and 32 or 58% feeling that too little stress was put on one variable. About 20% of the respondents listed students and methods as having too little stress placed on them at the conference; 7% indicated that these same two areas had too much stress placed on them.

Several questions regarding student differences were asked of the respondents. One item dealt with the extent to which the respondent was aided in understanding differences in various aspects of ABE student differences; another item asked the extent to which the workshop aided the respondent in preparing ABE teachers to understand the importance of the differences in planning and modifying instruction. The results of these two items are shown in Table 10 and 11.

TABLE 10

PARTICIPANTS AIDED IN UNDERSTANDING OF ABE STUDENT DIFFERENCES

Aspect of Student Difference	A Great Deal or Quite a Great Deal[1]		Very Little or Not at All[2]	
	(N)	(%)	(N)	(%)
Cultural	32	58	12	22
Social	30	55	9	16
Psychological	21	38	13	24
Emotional	19	35	13	24
Economic	26	47	9	16

TABLE 11

PARTICIPANTS AIDED IN PREPARING TEACHERS TO PLAN AND MODIFY INSTRUCTION

Aspect of Student Difference	A Great Deal or Quite a Great Deal[1]		Very Little or Not at All[2]	
	(N)	(%)	(N)	(%)
Cultural	25	46	14	26
Social	23	42	13	24
Psychological	18	33	19	35
Emotional	16	29	20	36
Economical	23	42	18	33

[1]Represents ratings 1 and 2 on a five point scale

[2]Represents ratings 4 and 5 on a five point scale

For those participants who felt the discussion of ABE student differences aided their own understanding a great deal or quite a great deal, the least help was indicated in the psychological and emotional areas; almost one fourth of the participants indicated that they received very little or no aid in their understanding of these two areas. Although 58% of the respondents rated "cultural" aspects of student differences as an area in which they received the most understanding, 22% indicated that their understanding was increased very little in this area, if any.

Comparing the data in Table 10 with the data in Table 11 it seems clear that the participants felt that more help was given them in the understanding of ABE student differences than aiding them to prepare teachers to plan and modify instruction relative to these same areas. In all areas fewer respondents claimed to receive a "great deal" or "quite a deal" of help and more respondents indicated they received "very little" or "no help" when the data in the two tables are compared.

Thirty nine respondents (71%) did state that the information on student differences received at the workshop has proven useful to them in training teachers; 41 (75%) indicate the same response in terms of planning teacher training programs. When they were asked to indicate why or in what ways the information was useful, the responses[1] given could be abstracted into general categories which are presented in abbreviated form:

"Please list ways in which information on student differences received at the workshop has proven useful in training teachers".

A. Professors Answering yes (11 out of 13). The workshop provided concepts, data, and resources. No (2 out of 13). The workshop neglected

1. "the differences of the American Indian"
2. "opportunities to explore operationalizing information in new ways, presumably the aim of the workshop".

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[1]Subjective responses to these questions were first categorized by sub-group; professor. administrator, government employee, and graduate student. Participant statements were abstracted by means of a content analysis and these abstractions from the data reported.

B. Administrators answering yes (all affirmative, N=8) the workshop provided information about

1. The disadvantaged, undereducated adult
2. Deeper problems of teacher training
3. Focusing on an interdisciplinary approach
4. Urban problems
5. Characteristics of the elderly

C. Government employees answering yes (all affirmative, N=8)

The workshop provided information about

1. The disadvantaged, undereducated adult
2. Deeper problems of teacher training
3. Focus on an interdisciplinary approach
4. Quantity and quality of preparing for a workshop
5. Revising curriculum
6. Re-evaluating evaluation and participation

"Please list ways in which information on student differences received at the workshop has proven useful in planning teacher training programs".

A. Professors answering yes (all affirmative, N=14)

The workshop was useful because

1. A grant proposal to HEW was revised
2. Current curriculum was revised in two cases
3. Eight new programs instituted (3 workshops; 5 training programs)
4. One professor will continue his own education in ABE
5. Psychological and economic factors are now emphasized in present curriculum

B. Administrators answering yes (all affirmative, N=6)

The workshop was useful because

1. One program was reorganized
2. Three administrators believe they are more sympathetic to uniqueness of students
3. Two administrators now say they appreciate complex problems of urban undereducated adults

C. Government employees answering yes (all affirmative, N=7)

The workshop was useful because

1. A current program was reorganized

2. Evaluation was built into a current program
3. Three (3) indicated they are more sympathetic to uniqueness of students
4. Trip to the ghetto made part of curriculum
5. One introduced his peers in government to resources of the workshop

Respondents were asked to indicate whether they were now conducting or planning on conducting any research in ABE. The participants' responses are indicated in Table 12.

TABLE 12

RESEARCH IN ABE BEING CONDUCTED OR PLANNED BY PARTICIPANTS

Item	Total (N)	(%)	NA	Professors (N)	(%)	All Others (N)	(%)
Research being conducted	23	42	1	13	43	10	40
Research planned in next six months	31	56	2	11	37	20	80

There appeared to be no differences among professors and others at the workshop in terms of the number of individuals conducting research; about 40% of the respondents were so engaged. In terms of projected research over the next six months the professor group remained at essentially the same level; there was a marked increase in the administrator, governmental and graduate student group with 80% of these respondents indicating projected research. The responses on this question perhaps sheds some light on the state of research in ABE. The fact that only 40% of the professors reported research in progress or planned appears to be a low figure. It may be that at this stage in the development of adult education, professors reflect an action orientation and therefore channel their efforts to serving the field directly rather than indirectly through research.

The type of research participants were involved in currently was reported[1]

A. Professors (N=9)
   1. ABE Dropout (2)
   2. Evaluation of workshops (2)
   3. State-wide study of ABE (2)
   4. Teacher training

[1]These data were analyzed similarly to the subjective data reported previously in this report.

5. Para-professional training
6. Student characteristics
7. Teacher certification
8. Adult learning
9. Achievement after Learning Center approach

B. Administrators (N=4)

Research in bi-lingual methods

C. Government (N=4)

1. ABE dropout
2. Nationwide study in Canada
3. Para-professional training
4. Student characteristics

D. Graduate Students (N=3)

1. Materials, tests, recruitment and motives
2. Immediate and delayed reinforcement
3. Perceptual skills of readers

Respondents also reported on the type of research projected within the next six months.

A. Professors (N=9)

1. ABE dropout
2. Nationwide study in Canada
3. Para-professional instruction
4. Improvement of materials (2)
5. Adult learners in ABE (4)
   a) Mexican-American parents
   b) American Indian in prison

B. Administrators (N=2)

1. Teacher training
2. Mexican-American adult learners

C. Government employees (N=2)

1. Teacher training
2. Adult learner

D. Graduate Students (N=2)

1. Individualized instruction
2. Adult learner

Respondents were then asked to indicate who, in their judgment was doing the most significant research in ABE and what kind of research they were doing.

A. Professors (N=18)

Who	What
1. Government (5)	1. Evaluation
2. University professors (5)	2. Participants and methods
3. McFann (1)	3. Systems
4. Griffith, Aker and Pagano (1)	4. Theory and Motivation
5. "Impossible questions" (3)	
6. "No one" (2)	

B. Administrators (N=4)

Who	What
1. University professors (1)	1. Participants and methods
2. Botwinick (1)	2. Relevancy
3. "Impossible question" (1)	
4. "No one" (1)	

C. Government employees (N=10)

1. Government (4)	1. Evaluation
2. University professors (3)	2. Participants and methods
3. "No one" (3)	

D. Graduate students (N=2)

1. University professors (1)	1. Methods
2. Seeman (1)	2. Powerlessness

Respondents were then asked an open ended item asking them to give any criticisms and/or suggestions concerning the workshop

A. Professors (N=13)

1. Positively, the professors generally approved of the workshop
   a) in planning and execution for such a mixed group
   b) its papers and contacts
   c) its informal unstructured meetings
   d) its resources available
   e) the restraint and professionalism of the director and staff
   f) the impetus it gave one university to establish three ABE workshops

2. Negatively, the professors specifically disapproved of
   a) the inflexibility of proceedings (2)
   b) the lack of small group interaction (4)
   c) papers not coming before workshop
   d) the lack of attention to principles of learning
   e) uncooperative participants (2)
   f) the impracticality of the workshop (3)
3. One participant suggested a need for the following topics
   a) Planning ABE teacher education programs
   b) Developing ABE research proposals
   c) Planning in-service ABE teacher institutes
   d) Establishing evaluation criteria for ABE
   e) Coordinating a public relations program for ABE

B. Administrators (N=6)
1. Positively, there was general approval of
   a) the papers and contacts with participants and resource personnel
   b) the trip to the ghetto
   c) the restraint and professionalism of the director and staff
2. Negatively, there was specific disapproval of
   a) the inflexibility of proceedings (2)
   b) the lack of small group interaction (2)
   c) uncooperative participants
   d) the impracticality of the workshop
   e) heavy reading load during workshop

C. Government employees (N=8)
1. Positively, there was general approval of
   a) an excellent workshop (4)
   b) the trip to the ghetto
2. Negatively, there was disapproval of
   a) not enough money for staff and audio-visuals
   b) too few minorities studied
   c) too few government personnel participants
   d) too little working together
   e) too much information

D. Graduate students (N=1)

1. Positively, the workshop was well organized and executed The trip to the ghetto was especially valuable
2. Negatively, the papers should have been available before the workshop

B. Cognitive Gain Test

Questions were prepared on each paper by the project staff and each participant was asked to respond to five papers which were distributed randomly. The group reporter administered the tests by means of an interview technique. The results from this procedure are shown in Table 13.

TABLE 13

RESULTS ON COGNITIVE GAIN TEST OVER PAPERS DISTRIBUTED AT THE WORKSHOP

Total Distributed	Participants Refused to Take	Excellent	Good	Fair	Poor
435	115	17%	12%	28%	43%

Participants were asked to make comments on the test at the time of administration. These subjective comments are summarized below:

Benefits. The exposure to the extensive content of the workshop was perhaps the most often-mentioned advantage for a participant. Other favorable comments were concerned with the chance to meet and interact with both resource people and with fellow participants, with the opportunity to express ideas in the small group discussions, walking tours of Woodlawn, field trips to schools, and variety of experiences offered.

Criticisms. Many of the respondents were critical of the "test" given them on the papers presented, and strongly expressed opinions on why this was an improper and invalid procedure for this type of workshop. Others, perhaps close to a majority, felt the pace was too hurried with insufficient time to adequately go into the papers. Many believed the work in the

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discussion groups was a valuable experience, but expressed a need for more authority, more time, and more freedom to pursue the workshop and their own objectives.

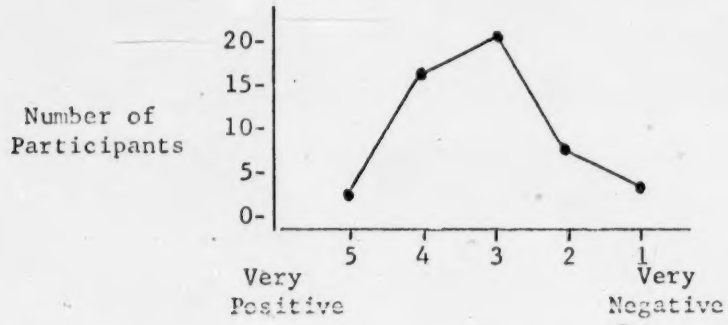
Underlying many of the comments, even some of the most critical, was a tenor that there was a lot that had been learned, that many aspects of the program were satisfying, and that new communicative links had been formed in the field. However, the pace, the process, and the apparent conflict in objectives between planner and participant appeared to elicit a more critical response than would have been the case if these other elements had been more satisfactory to the individual participant. The subjective comments of the participants were rated on a five point scale from very positive to very negative. The results of this analysis can be seen in Table 14.

TABLE 14

RATING OF SUBJECTIVE EVALUATIVE COMMENTS OBTAINED FROM PARTICIPANTS AT THE CLOSE OF THE WORKSHOP (N=52)

	Very Positive 5	Mildly Positive 4	Mixed 3	Mildly Negative 2	Very Negative 1	Weighted Mean (Total score/No.)
Small Groups						
1A	—	—	1	5	1	2.0 (14/7)
1B	1	5	3	2	2	3.1 (40/13)
1C	1	1	4	—	—	3.5 (21/6)
2A	1	2	6	1	1	3.1 (34/11)
2D	—	7	6	1	1	3.3 (49/15)
Totals	3	15	20	9	5	3.0 (158/52)

These results can be graphed in the following manner:



C. Summary

To what extent did the workshop meet its objectives? In this section objectives will be evaluated in terms of the data collected at the conference and by the evaluation questionnaire sent out six months later.

1. The participant should understand the magnitude of functional illiteracy in the United States and projections of that problem to 2000 A.D. Only 3% (2) of the participants indicated that the workshop did not give them a more realistic understanding of the magnitude of the problem while 7% (4) indicated that they had not received more understanding of the projected nature of the problem. An equal number of participants [47% (26)] either understood the magnitude of the problem before the workshop or gained that understanding while at the workshop. Far fewer participants [22% (11)] understood the nature of the projected nature of the problem while [71% (39)] of the participants indicated that they gained this understanding at the workshop.

2. Participants should be able to develop ABE training programs in his own institution and have a commitment to do so. From 40 to 62% of the participants indicated that they had been helped by the workshop on actual planning, implementing, contributing to, evaluating, or justifying an ABE program in their own institution. The greatest number of persons (62%) reported use of workshop information in justifying to their institutions the need for developing or expanding an ABE teacher training program.

The number of participants who had used information from the workshop "very little" or "not at all" ranged from 11 to 16% in the above areas.

In terms of commitment, participants were asked to report on their extent of activities in the ABE teacher training areas since the workshop. Of the total group reporting the range of activities in either "planned" or "planned and implemented" such programs was 70.9 to 72.7%. Sixty percent have expanded their ABE training program; 69.1 and 72.7% of the participants intend to "implement new programs", or intend to "implement improvements in existing programs within six months".

Among professors, the primary target audience, the extent of ABE teacher training activities ranged from 56.7% (have expanded my ABE teacher training program) to 86.7% (have planned and implemented new programs).

3. Justifying to his institution the need to move to develop ABE teacher training programs.

Of the respondents to the questionnaire, 62% reported that they had used the information received at the workshop for justifying to their institutions the need for developing or expanding an ABE teacher training program. Examples of specific comments follow:

"The ABE workshop was one of the most valuable educational experiences I have had. This year (69-70) the University of Minnesota is offering a series of four graduate courses in adult basic education.

"Education Curriculum & Instruction 182A;

ABE: An Introduction

"EDCI 182B, Characteristics of ABE Students

"EDCI 182C, Methods and Materials for ABE Instruction

"EDCI 182D, Research and Evaluation in ABE

"These courses are a direct result of the ABE conference"

"Since the Chicago Workshop, we at Morehead State University have planned and implemented a Master's degree in adult education. One of the options will be ABE.

"During the 1969-70 academic year, we will have three two-day in-service training workshops for ABE personnel. The emphasis will be on the psychology of the adult learner".

"We were able to incorporate some of the ideas and knowledge into our 3-week ABE teacher-training workshop held on campus this past summer".

"We now are conducting these short-term workshops (1-2 day) throughout the year for the State Department, and are using the information during those activities".

"My position is limited as an administrator, not as a teacher. As you may know I helped plan a State-wide workshop last June to which representatives of fourteen Maryland colleges and universities were invited. I prepared a mimeographed statement of the Chicago ABE Workshop which I later mailed to the participants in Chicago.

"The outcome of the Maryland workshop was the presentation by several colleges and community colleges of proposals. My own college reorganized the summer workshop to be credit-bearing the undergraduate credit. Our

degree programs are still on paper. I have had material from several participants and resource people and had met many of them since, especially at the Galaxy where ABE was in full force!"

"As a direct result of the conference a series of 4, 3-credit (quarter system), graduate level courses in area of ABE have been established".

4. The participant should be able to assess the effectiveness and efficiency of current ABE programs and teacher training activity, both public and private.

Thirty-six percent of the respondents indicated that the workshop had helped a great deal and quite a deal in evaluating the "effectiveness and efficiency of an ABE program"; 46% indicated that they had used the information from the workshop in the same way in "current teacher training activities".

A sample of specific comments were:

"I have utilized the majority of the position papers in the conduct of the activities of the Appalachian Adult Basic Education Demonstration Center and have constantly referred to them as a resource in project development. The levels of research presented were excellent but I was disappointed with the work of groups in summarizing the information (prevented, perhaps, by limited time and energy). The Workshop, therefore, provided "information but did not develop tasks for the group to accomplish in terms of priorities for the national ABE Program effort".

"It has aided in modifying content of a graduate course in adult basic education and in increasing my usefulness as supervision of adult education interns in ABE.

"In planning for the course mentioned above and in planning an institute in adult education for adult basic education teachers".

5. The participant should be able to consider the variables of instructor, student, methods, materials and their inter-relationship.

Eighty percent of the respondents indicated that they were helped a great deal or quite a deal in considering major variables in relationship to each other. Over 90% were satisfied with the stress placed on each variable except in the case of methods and student variable in which 22%

and 18% of the respondents felt that too little stress was placed on these variables respectively.

6. The participant should be able to prepare teachers to use a knowledge of cultural, social psychological, emotional and economic differences in modifying instruction.

Approximately 50% of the respondents indicated that they had been helped a great deal or quite a deal themselves in understanding cultural, social and economic aspects of ABE student differences; about 35% indicated that they were helped in the psychological and emotional aspects to the same extent. In terms of preparing teachers to plan and modify instruction on these student differences there was less success in the assessment by the participants. Forty three percent indicated that they had received a great deal or quite a deal of help in the cultural, social and economic aspects; 29% indicated that they were aided to the same extent in the emotional aspect and 33% in the psychological aspect. This objective appeared not to have been met to the same extent as the other objectives. Some of the comments by participants illuminate this lack:

"The information on student differences has helped me to help administrators in their orientation of ABE teachers".

"The knowledge gained was useful in implementing and evaluating our curriculum for the 1969 ABE Institute".

"The resource persons presented relevant information pertaining to the teaching-learning process of the disadvantaged, undereducated adult. I think that the workshop brought together the best minds in the field of adult education".

"Each student is unique. Teachers should accept him as he is, involve him in relevant, meaningful learning experience. Empathy is needed in teachers of undereducated adults".

"I developed a deeper appreciation for the undereducated and underemployed individual. My sincerity when discussing this with teachers is evident and therefore I am a more effective teacher".

"I am concerned that we must develop a real understanding of the clientele we serve and attempt to get this across to all teachers so that they can be more successful".

"I think administrators need more knowledge on where to start and how to start in the rural areas of the country. In other words, how to get state universities in non-urban areas started on such important programs. If a university can start with only 2 or 3 courses for teachers, which courses should they be?"

"Yes. Get the teachers 'off the campus' and arrange to show them 'how it is'. The well organized and arranged field trip to the ghetto in Chicago was worth the whole conference to me although the papers given are a constant source of information and resource".

"At the onset of the workshop I was somewhat critical of the values of field trips into the ghetto areas. After the experience, with the passage of time I have completely changed my mind and believe that this was a very worthwhile experience and would recommend this in the future for workshops and teacher training sessions. I also felt that they tried to crowd too much into the limited time available and while the objectives of the workshop were long overdue and dealt with critical issues the time limitations reduced the effectiveness of the participants. I further felt that a number of the participants were misinformed or did not understand the purpose of this workshop and were reluctant to contribute to the small group assignments. I was quite pleased with the scope of the presentation and papers presented at the conference and that the research and general information presented was general or basic enough for those of us who are working in very specialized areas in Adult Basic Education. Dr. Griffith and his staff did a very commendable job in managing the workshop".

"Especially useful experiences:

1. Visit to ghetto area--more orientation would have been useful
2. Session with those persons developing graduate programs in Adult Education
3. Visits with personnel at ABE centers.
4. Discussions with "teacher trainers" and state directors
5. Discussion with directors of "Summer Institutes" in ABE
6. Discussion of research papers with other scholars".

"Although we had a short session involving our tour guide, I feel that face to face confrontations with ABE students may have caused a greater awareness of the "real needs" of disadvantaged adults".

"Overall, I feel the conference helped me personally. It was well organized and was conducted in a smooth manner".

"I think the overlooking of some recent research in self-concepts had a deleterious effect on the conference outcomes. The papers should have been sent a few weeks earlier for more thorough study".

"More dialogue with the poor or "client" in various situations would have been helpful. Smaller groups to meet with the individuals in and out of their environment might have been rewarding in trying to understand their "thing" and thus relate better and ultimately plan and implement more effectively. The conference did point up the value of this kind of association (interchange). The participants of the workshop probably have done and will do more on their own. However, at the workshop I wished very much to meet and discuss more in smaller groups with these people".

"The increased insight enabled me to place more stress on student differences."

"Aided in the Revision of our Proposal to HEW for a grant for teacher training".

"Better understanding of the limiting factors of ABE teachers...(middle class values, vocabulary, identification with adult students)."

"Have a more realistic understanding of the level of ABE trainers. Better understanding of state departments of education, and the problems teachers have in becoming 'professional'."

"The trips through the near-by ghettos and present institutions helped. Another workshop near the Kentucky Hills people or perhaps the Indian people or the Puerto Ricans would help program planners understand the intensiveness and variety of the problems facing ABE workers. Models of ABE programs that are working with examples of how to take the measure of action research interventions would also help".

"My basic ABE group for teachers to teach is the culturally different--the American Indian. There was little at the conference on this group".

"This learning experience helped us develop rating scales on several dimensions to characterize the ABE and other AE learners".

"On basis of information presented we included learner characteristics as part of training for teachers and supervisors".

"Not directly with ABE teachers, but I have used some data and information in classes with regular teacher trainers".

"Currently engaged with a committee to investigate total continuing education offerings at the University".

"At the time of the Workshop I was disappointed because I didn't feel my needs were being met. I feel differently today. I have constantly referred to the papers prepared for the Workshop by the resource people and they have helped me a great deal. I have also received as well as dispatched material to fellow participants in Chicago. I also developed an appreciation for research into ABE which I did not have before I attended the Workshop".

Negative Comments: A number of generally negative reactions to the pace of the workshop and its structure were voiced by some participants:

"I must say that I profited from the sessions. However, I would not consider these sessions a "Workshop". Most of the time spent in: (1) Reading, (2) Listening, (3) Reacting and Discussing. I believe that the workshop should have had greater emphasis in developmental activities. More specifically, "Workshop Activities" should have centered on the following:

"1. Planning ABE Teacher Education Programs

"2. Developing Research Proposals in ABE

"3. Planning in-service ABE Teacher Education Institutes

"4. Establishing Evaluative Criteria for ABE Programs

"5. Coordinating a Public Relations Program for ABE".

"For such a mixed group of participants (professionally), I believe the planning and implementing of the workshop was very good. However, I was somewhat disappointed with the insincerity of some of the participants who missed meetings, were uncooperative, and strived only to further nonprofessional goals at the expense of the other participants. I was particularly impressed with the restraint and professional integrity presented by the Director under some perilous moments".

"My basic criticism of the workshop was the inconsistency between saying and doing. The conference participants were allowed to think they could influence the proceedings of the work; but, in actuality, the program was so tight the participants had great difficulty in being heard in their

small groups. Some of the small groups worked so late and so long, it was even impossible for them to read the papers before the sessions began. None of the readings were sent to participants prior to the meeting for the workshop".

"The workshop (1) was poorly planned
(2) was poorly executed
(3) paid little attention to the principles of adult learning".

"In the future, less intense work days would be helpful. Additionally, greater emphasis on practical situations should be given".

"One suggestion for improvement would be to allow an opportunity for each of the participants to contribute their expertise. Much of the meaningful sharing was conducted under clandestine arrangements".

"I feel that the stated objective was subverted for the purpose of getting a publication together. Most participants felt alienated, dominated, powerless, and breathless".

"Even though it may be the nature of federally funded programs, I felt that the workshop was far too inflexible in its content and format. The needs of the contract and the program leaders may have been fully met, but it is doubtful if this can be said of the participants: they really had no opportunity to make any changes in emphasis or direction. While the concept of reading the leaders' presentations in advance is a thoroughly agreeable departure from the lecture tradition, expecting the students to read and assimilate 4 to 6 presentations every evening (along with the discussion group work loads) is less than realistic. In spite of these two items, I did learn a great deal about the nature, scope and trends in ABE teaching. Hopefully, some day in the not too distant future I may be able to put them to use".

"There was seemingly too much of 'this is it' from resource persons instead of a working together to solve difficult questions from participants"

"The request for suggestions from participants need to be openly treated and adjustments made as appropriate to the learning situation or clearly the under-rationale for non-acceptance explained".

"While somewhat taxing, it was without a doubt one of the most informative and idea-gathering workshops I've attended in some 19-1/2 years of work in AE. It takes a pretty well planned workshop or conference to trigger the enthusiasm and idea sparking that occurred a few years back when introduced to the "new" field (for me). And I am sure you realize this is true. The thrust or emphasis directed at the audience can make or break the conference depending on how well the needs and composition of the group were researched and simply how lucky you may have been in obtaining those "selected". I think the group who planned and worked out the details are to be commended. It was excellent".

CONCLUSIONS

In this report the unedited evaluative comments provided by the participants have been reported. Both negative and positive statements have been included just as they were given. It now seems appropriate to present the perceptions of the director of the Workshop regarding ten aspects of the Workshops. Two central questions will be used to guide the organization of the remarks: (1) How well did the Workshop design facilitate the attainment of the goals established by the planning committee? and (2) How well did the substantive content serve to insure the achievement of the Workshop objectives?

Recruitment.--Perhaps the weakest area of the workshop was the inability to recruit the full complement of university and college personnel involved or potentially interested in developing ABE teacher training programs. Recruitment was to be implemented through two existing associations: the Council of State Directors of Adult Education and the Commission of the Professors of Adult Education. Some state directors of adult education lacked the required information on adult education pre-service programs in their states and were unable to recommend potential participants. The fifty-member Commission of the Professors of Adult Education was represented at the workshop by six professors, including the project director. In the light of the number of professors expressing a willingness to participate, the recruitment focus was broadened and a larger number of practitioners were invited to the workshop than had been intended.

This change in the focus of recruitment was not without its positive effects. For even though some practitioners viewed the workshop in a limited and pragmatic way, a number of members of this group proved to be very capable of conceptualizing problems in a broad perspective. They contributed much to the workshop surpassing some who were in the professor category in their conceptual abilities.

Another difficulty in recruitment has its origin in the nature of the recent mushrooming growth of teacher training institutes. Some individuals, catapulted into the expert status in ABE since 1965, experienced status dissonance when invited to attend a workshop as a participant. Some refused the invitation indignantly; those who came experienced a great deal of difficulty in accepting the role of learner rather than leader.

Despite recruitment problems, in general, post-workshop data indicate that the workshop served as a stimulus for developing a number of new teacher training programs and that the content of a number of other teacher training efforts have had the benefit of the research which was presented and discussed at the workshop. The data also show that the workshop participants have made substantial use of resource persons they met at the workshop with the result that new communication nets have been established within the field.

Participant Expectations.-- A number of participants apparently perceived the Workshop to be quite a different experience from the design intended by the planning committee. The project staff and members of the planning committee were also frustrated at the workshop by what appeared to be the irresponsibility of some professionals who were not applying themselves seriously to the designated tasks.

The variety of expectations expressed by participants did, however, provide for a debate on priority issues stimulating both conflict and discussion. This can be viewed in a positive way. Participants were made aware of divergent views of groups involved in ABE teacher training. If this diversity of viewpoints is seen as problematic, at least the problem was defined and the distance between empiricists and pragmatists (as well as those who stand between) has been demonstrated.

Again, despite the pros and cons regarding the conflict in expectations, the data collected seven months after the workshop indicate that most participants, upon reflection, found the workshop provided them with a great

deal or quite a bit of information. This was expressed in terms of the way they viewed ABE research problems, the way in which many had incorporated new information into their teacher training programs, the high number of contacts made among participants, staff and resource personnel following the workshop, and the extent to which new ABE teacher training programs were designed or former programs expanded.

Resource Personnel.--Regrettable as it may be that papers from the resource personnel were not distributed prior to the workshop, papers were distributed on arrival and the first day kept free for reading time. Some participants, for whatever reason, did not utilize the time provided at the workshop for the reading and studying of the papers.

Resource personnel were employed not only to write papers, but also to act as a resource for discussions with the small groups or individual participants. Participants took only limited advantage of the opportunity to invite resource personnel to informal small interest groups or to designated small group sessions. In general, resource personnel were used only in the small group sessions where they had been assigned.

Nonetheless, the resource personnel and their papers constituted the core of the workshop. Though the papers often had not been read carefully, if at all, by some participants, the group reports indicate that the material presented was utilized. Perhaps the discussions at the general meetings followed by discussion in the small groups made up in part for the lack of individual study. Post evaluative data indicate that many participants were stimulated by the workshop to read the papers carefully following their return home.

Small Workgroups.-- Although it was the planners' intent that individuals or small groups use their time in ways which seemed appropriate to them, many participants felt restricted in their freedom to do so. Temporary chairman, appointed from the planning committee to initiate small group activity, functioned for the first meeting only, after which the group choose its own leaders and set its own agenda. Reports indicate that each group utilized highly differentiated approaches to its tasks and in fact, exercized a great deal of freedom in selecting both the content to be considered and the discussion structure and procedures.

Apparently, the small groups felt more constricted in the use of their time than could be justified by an examination of the workshop schedule. Participant perceptions of available freedom may have reflected the participants' inability to deal with unstructured situations, or a basic conflict between the strong work orientation of the planners and their own. Workshop days, with the exception of Sunday, were anticipated to be full working days.

Small group activity and congeniality were affected strongly by the group leadership. The differences among groups was distinct. In some groups, the leadership was of such quality that members did not express anxiety about their tasks and were able to utilize the freedom each group had to approach their tasks as they saw fit.

Plenary Sessions.-- Resource personnel, other than the Chairman of the President's Advisory Committee on ABE, had been explicitly requested by the project director not to read their papers. Resource personnel were scheduled to discuss their papers with the group in general sessions. It is clear that the expectation that participants would have read the papers critically was unrealistic. The consequence was that the discussion of papers which many had not read was of limited effectiveness. The greatest limitation in the general sessions was that of participants' failing to avail themselves of the opportunity to prepare themselves for the discussions.

On the other hand, those participants who knew what their problems were and had taken advantage of the opportunity to prepare themselves for the discussions were able to pursue their interests as a member of the group within the general session and individually with the resource persons following the sessions.

Although the effectiveness of the general sessions was hampered by the fact that too few of the participants were adequately prepared for discussion, it appears that the discussions which were held stimulated many participants to think about the issues and to return to the papers as references at a later time.

Group Reports.-- The quality of the group reports was varied and indicated that some groups lacked the ability to address themselves to their tasks in an organized manner. Despite the poor quality of some reports, others

indicated a sophisticated and broad perspective on the problems to which the group addressed itself.

Even though some members of some groups appeared ill-prepared to function responsibly in this setting, the philosophy of the project director, the planning committee, and the host institution was such, that because this ability is considered so critically important, that opportunities must be provided for individuals to develop these competencies, despite the attendant problems.

Cognitive Achievement.-- The cognitive tests, which were through necessity hastily constructed and unsatisfactory in many respects, were seen as threats to the professional status of some participants. On the other hand, because cognitive tests were given and because of the obvious weaknesses in the tests, the participants were confronted with the issue of measurement in training activities and became involved in the serious consideration of such activities for their own programs. Although no objective, valid, or reliable results can be reported as a result of the administration of the specific tests, the strong participant reaction to the phenomenon of being tested, in and by itself, seems to justify their administration.

Field Trips.-- The walking tour of the ghetto elicited strong response. Some participants chose not to participate on ethical grounds, considering the activity inappropriate and insensitive to the feelings of the area residents. Others could not conceive of any benefits which would result from such an investment of their time. Some participants with serious reservations, who participated in the walking tour, later reported that the person to person contact with the "gang members" who acted as guides, enlarged their understanding of the educational and community concerns of these young men. The fact that one of the guides, Paul Martin, minister of information for the Black Peace-Stone Nation, who was shot and killed within nine months after the workshop should serve as a reality test for those whose leadership level in ABE removes them from direct contact with the problems of their clientele. On the post workshop evaluations, no other single program activity was referred to as often as or considered as beneficial as the walking tour of the ghetto.

The field trips to the Adult Basic Education day and evening centers were also viewed by some participants as unnecessary. It was disturbing to hear from some participants the statement that, "if you have seen one ABE program, you've seen them all". The opportunity to visit a traditional program as both a learning experience and a common experience to facilitate interaction in the work groups was utilized by most participants. The common problem of host institutions presenting a more favorable view of their programs than what exists was balanced by a panel of classroom based professionals who appeared following the trips in a plenary session. These data forced work groups to consider the complexity of the problems surrounding ABE on the operational level, as evidenced from the group meeting reports.[1]

The Black Caucus.-- The workshop suffered because some of the more articulate black members elected to spend much of their time considering racial problems, some of which were related to ABE. Their exclusiveness deprived the work groups of the opportunity to become acquainted with some of the most talented black ABE professionals. Although they had been selected as individual specialists, some black participants chose to view themselves primarily as representatives of an ethnic group. Since the Black Caucus Report[2] was unsigned, it cannot be determined how many participants the report represents. Clearly some black and other minority members were not included in the caucus and a visible division among minority group members was apparent.

It should be noted that the report itself makes reference to the fact that its criticisms of minority group participation in ABE was not related to this workshop, since the black membership was over-represented in terms of general population percentages.

It must be recognized that there is validity to the concerns expressed in the report and it appeared that the presentation of this report did more to sensitize the participants to these concerns than any other activity at the workshop.

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[1] See Appendix E1-E41

[2] See Appendix E42-E43

Post Workshop Evaluations.-- Those questions on the evaluations which called for subjective comments should be viewed critically. Comments tended to be extremely positive or extremely negative, a fact which emphasizes the need for caution in their interpretation. The proclivity of ABE personnel to be uncritical may account for many unwarranted positive assessments; the marginality of professionals in adult education may account for many unwarranted negative assessments. The strength of the formal evaluation lies in its ability to elicit factual statements regarding the effects of the workshop on teacher activity. With a subjective evaluation only those consequences consciously perceived and reported by participants are received.

The evaluation of this workshop along with evaluations of other similar activities in teacher training is general and not highly specified. It only serves as a general measure of the effectiveness of the workshop.

Graduate Students.-- As is the case of all programs conducted by the University of Chicago's Adult Education Special Field Faculty, the involving of students in the workshop is viewed as one portion of a total experience of graduate education. Even though they rendered valuable service as recorders for the small groups, their contributions were not as great as the benefits they derived from the experience, a situation which seems entirely appropriate for students in a graduate program in adult education.

On the other hand, those graduate students who did participate were exposed to the most thoughtful people in ABE research, theory and practice. If these individuals rise to positions of influence and service in the field, these learning experiences may have major impact on programs they develop and the relative importance they place on ABE in their programs.

CONCLUDING STATEMENT

In reviewing the comments of the participants and their performance during the workshop it seems reasonable to conclude that although a minority of them had erroneous impressions of the purposes of the workshops and felt quite frustrated with the planners' expectation that each person should assume a major share of the responsibility for his own learning, the majority of those attending appeared to adjust to the unique format with minimal difficulty. On the whole, it is the conclusion of the workshop Director that the workshop was successful in assisting the majority of the participants to make significant progress in achieving the announced goals.

EPILOGUE

Arrangements are now being completed for the publication of the workshop papers by a university press. By this action the workshop planners hope to make much of the substantive content accessible to persons engaged in adult basic education teacher training and research throughout the world. The publication of the papers under a limited copyright agreement should extend the influence of this workshop to all who are seriously engaged in the improvement of teacher training in adult basic education.